

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Weber (66 - 528)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

6/8/2022

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/8/2022.

Date of Meeting

Attested:

Osman Zarif
Typed Name of School Principal


Signature of School Principal

6/8/2022
Date

School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weber High	39686763930427	06/08/2022	06/28/2022

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Weber Institute is implementing a Schoolwide Program.

Description

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Weber Institute's school plan aligns with the district's Local Control Accountability Plan (LCAP). Each goal (and its associated strategy(ies)/activity(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Staff looked at SPSA on 4 different occasions to evaluate goals, see how data supports our progress, make suggestions to the strategies being used to achieve our goals, and to revise goals for the next school year. These meetings happened in July, September, January, and in April at staff meetings.

July 29th

Staff looked at the 3 LCAP goals and evaluated Weber on how its program supports those goals, using the LCAP response examples as a basis.

September 13th

Departments were asked to look at current SPSA goals and strategies related to their department and to give feedback on those goals.

January 26th

Staff evaluated goals and strategies in 2021 SPSA and answered the following questions

- What did you not know?
- What do you want to know more about?
- What changes do you suggest?

April 4th

Staff looked at current school wide data, revisited the current spsa goals and discussed their validity, if were making progress toward them and suggestions for 22-23 spsa goals based on the available data in the site provided by SUSD research department and experience in their classes.

ELAC had an opportunity to review the 2021-2022 SPSA goals and strategies and to provide feedback at their December 2nd meeting.

Students leadership looked at the Current SPSA goals and strategies and made suggestions for how they thought title one funds could best be spent in their Leadership class March 21st.

Staffing and Professional Development

Staffing and Professional Development Summary

Weber has 23 teachers. All teachers are credentialed to teach in their subject matter. We have 3 academies and the CTE teachers in those academies all have outside experience in the field in which they are teaching. We have two counselors and a great classified staff that helps to support student learning on campus. We have 32 staff members with an average years of service of 14.5. 68% of our teachers have at least a Masters. Eighty one percent are tenured and Fifty % are White. Teachers meet by department to collaborate with similar subject matter teachers, they also meet with academies each month to work on collaborative projects and discuss progress of shared students.

Our Staff PD focus this year was based on the book Rebound and we focused on getting Staff and Students back to in person education and looked at the best ways to support each other. We focused on Emotional Wellbeing and how to scaffold students to he high expectations we have for them as a site and a district.

Staffing and Professional Development Strengths

Our staff has been teaching for 14.5 years on average.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Professional development opportunities for staff were limited, coaching resources were not available, and systems for on-going instructional support need further refinement. The lack of progression in instructional practices and curriculum implementation impaired growth in student achievement." **Root Cause/Why:** Not enough subs and conferences were restricted because of Pandemic conditions.

Teaching and Learning

Teaching and Learning Summary

39% of our students did not meet standards in ELA on the latest CAASPP and 76 % of our students did not meet standards in Math on the latest CAASPP. Our teachers are using the Board Adopted Curriculum. They were trained in how to implement the curriculum before the pandemic. Our teachers were receiving support through an ELA and Math Coach. Our site did not have access to that support in the 21-22 school year. The State and Federal program provided access to funding for after school programs and intersession. Teachers were not able to attend PD they normally would have attended or take days to collaborate on best practices. Many of our students are not passing the exams or passing their courses.

Teaching and Learning Strengths

Teachers have been willing to work with students to re-acclimate them to in person learning. Teachers have also be willing to work after school to assist students not being successful with the first instruction in the class. Teachers have also been collaborating in Academy meetings to discuss how to support the students in their academy that are not being successful.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 43% of our seniors are graduation A-G compliant **Root Cause/Why:** Students are not passing the classes with the required grades to qualify for college acceptance. More scaffolding necessary to give students what they need to learn the necessary content.

Parental Engagement

Parental Engagement Summary

Our parent participation in Coffee hours has been up this year. We averaged about 20 parents a meeting. Zoom has allowed parents to participate that have not been able to participate in the past. Our ELAC participation has also increased this year. Parents have not had the opportunity to participate in many other forms since they were not allowed to be on campus this past school year. The number of parent meetings to support at risk students has also risen this year. Parents have been participating in these meetings through zoom also.

We held virtual arena conferences this year, where parents were able to virtually go to meet with each teacher to discuss their child's progress and we are hosting two other evening parent events to ensure Senior parents are informed about all the senior activities and expectations for students to participate in the graduation ceremony and to go over our behavior management program "HERO".

Parents have stated they appreciate the virtual meetings and the information they have received from them.

Parental Engagement Strengths

Our community assist has been able to reach out to parents and to engage them in meaningful relevant conversations during parent coffee hour. He has also been the main contact person and force behind our increased ELAC participation.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Approximately 20 parents attend the parent coffee hours **Root Cause/Why:** Many are unable to attend during the allotted times. Communication about the events.

School Culture and Climate

School Culture and Climate Summary

Weber is a small Specialty School with approximately 400 students. It has 3 academies. Technology, Automotive and Health. The goal of the school is to graduate students college and career ready. We intend to graduate students A-G compliant and with industry certifications so that they have many choices as a Weber Institute graduate. Weber students travel in cohorts after their Freshmen year. Many staff and student call it a family. With the addition of a new fence, Stakeholders state they feel much safer than before, but there are more safety measures needed. Our leadership/PLUS students and advisor have worked hard to provide activities to help students and staff feel connected to the school.

In our PLUS Survey, over 80% of students stated they felt safe in the school, also "The staff at my school treat students fairly" went from 81 to 70 % from Fall to Winter. In meeting with leadership students they stated the added activities this year and the addition of the fence help them to feel safe on campus. Many also stated that they want better relationships with some of their teachers and they felt some teacher played favorites with their students. PD and conversations for relationship building with staff and students are ongoing.

School Culture and Climate Strengths

Students feel safe on campus and get to know their academy teachers well, having them for their sophomore, junior and senior years. They build great relationships and work together to ensure students are being successful as they can be. The academy model also keeps students focused on a goal. Parental support is great for meetings and growing for parent activities.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): "The staff at my school treat students fairly" went from 81 to 70 % from Fall to Winter. **Root Cause/Why:** Inconsistent enforcement of school policies.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD:

By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 20 students.

By June 2023, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 students.

School Goal for Math:

By June 2023, the percentage of all students (grades 9-12) meeting their expected MATH growth on the MDTP monitoring tool will increase by 10% from the fall of 2022 to the spring of 2023.

School Goal for College and Career Readiness:

By June 2023, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.

By June 2023, the graduation rate will also increase to 100 percent.

Identified Need

Professional development opportunities for staff were limited, coaching resources were not available, and systems for on-going instructional support need further refinement. The lack of progression in instructional practices and curriculum implementation impaired growth in student achievement."

43% of our seniors are graduation A-G compliant

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students demonstrating Algebra Readiness	27%	37%
# of EL students classifying to proficient	12	17
# of students performing 2 or more grade levels below for ELA	121 students	101

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The plan is to revisit sending teachers to relevant conferences and providing PD from CTE online and other Project Based PD providers to ensure our teachers are prepared to effectively collaborate on Academy based projects that bring all of the students learning together. (1 @ .5 FTE Instructional Coaches - Centralized Service)

Looking at content providers like Corwin, Stanford University and or Buck Institute, and CTE online or site-based consulting (\$4,000 - Title I).

(CTE) - (Fall 2022) - (administrator, counselors, teacher) No cost

(Design learning) - (Fall 2022) - (administrator, counselors, teacher) 10 attendees *700/person = \$10000 - Title I

(PBL) - (Fall 2022) - (administrator, counselors, teacher) 10 attendees *800/person = \$5000 - Title I

Subject specific conferences ie Asilomar Math and ELA conferences. 5 teachers @ 1500 each = \$7500

Substitutes to release teachers for full day collaboration, lesson studies, and Cross Curricular integration PD. Teachers will be provided 1 day during the school year for 23 teachers

23 teachers X 1 days X \$200= \$4,600 - Title I

Use common formative assessments in all content areas as the basis for continuous cycle of improvement.

Collaboration, data reviewing, and instructional practices will be shared on a weekly basis. Teacher Additional Comp for data review in support of instructional practices.

23 teachers X 4 hours X \$60 = \$5,520 - Title I (Allocating \$5,000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$4600	50643 - Title I
\$7500	23030 - LCFF (Site)
\$5000	50643 - Title I
\$10000	50643 - Title I
\$5000	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

- Low Income
- Foster Youth
- All Students
- English Learners

Strategy/Activity

To provide students with resources and support to increase reading and writing proficiency across all disciplines. Teachers will be provided with access to software that increases the engagement and ability to assess evidence of learning across all subject areas over Zoom or Google Meet. These programs allow teacher other tools to measure whether students have learned or are learning the content being presented to them during distance learning.

License Agreement - \$4,000 - Title I: Edpuzzle, Quizziz, etc. Turnitin, Ed puzzle 2000 Quizz - 2000 To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using Academy specific cross curricular projects to increase interest and rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, web-based programs that supports student collaboration (e.g., pair-share,). EL students who need to be reclassified will be placed in appropriate ELD classes.

Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring.

Supplemental materials and readings will be provided to students to support learning and instruction.

1 X 10 hours X \$60 rate of pay = \$600 - Title I

Through the PLC process, teachers will collaborate about their instruction and monitor student achievement through common formative assessments.

Additional support for students will be provided through in class interventions and after school tutoring. After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Reteaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments. #of common formative assessments, # of data cycles, # of students failing/passing assessments, # of students participating in after school tutoring

Instructional Materials/Supplies - \$5,292 - Title I, \$5,000 - LCFF: Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology. Equipment \$5,000 - LCFF: Smartboards...

Bilingual Assistant (.4375 FTE) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. (District funded)

Teachers will use various equipment such as the copier.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$4000	50643 - Title I
\$5000	23030 - LCFF (Site)

\$600	50643 - Title I
\$5000	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement. The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans.

The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the Credit Recovery program. Students will be placed in Academic support classes by the school counselor.

2 teachers X 1 section X .16 FTE salary = \$42,200 (LCFF)

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board. All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements.

All grade levels will be provided with one grade level, college field trips to explore first hand (UC, CSU, Technical and Private) school offerings and majors. Students will also go on fieldtrips to expose them to the work environment for their chosen academy.

Transportation \$5259 - Title I

of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in college tours/field trips# of students completing courses through Cyberhigh.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$42000	23030 - LCFF (Site)
\$5259	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Provide students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy 1

Implementation:

We were not able to attend any conferences, and the company we attempted to work out virtual PBL training could not accommodate our PD schedule without requiring many substitutes.

We were also not able to release teachers for site collaboration days because of the lack of substitute teachers.

We were able to have teachers collaborate around.

Strategy 2

We were able to have teachers collaborate and were able to provide teachers with Smart Board Technology and supplies to address students instructional needs.

Strategy 3

Students were provided an opportunity to make up credits in Academic Support Classes

No Field trips were taken because of the pandemic

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Much less was spent on Professional development this year and more was spend on instructional supplies to enhance the learning in the classroom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Few changes will be made as we intend to go back to the original plan.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Suspension: 4 students were suspended at least once
By June 2023, obtain a 0% suspension rate for all students.

Expulsion: 0 students were expelled
By June 2023, maintain a 0% expulsion rate for all students.

School Goal for Attendance/Chronic Truancy:
By the end of the 2023 school year, Weber will reduce chronic truancy by 3%.
By the end of the 2023 school year, Weber will increase school wide attendance by 3%.

School Goal for School connectedness
By the end of the 2023 school year, have at least 50% of students attend a school event.
By the end of the 2023 school year, have at least 10 school events this school year.

Identified Need

43% of our seniors are graduation A-G compliant

"The staff at my school treat students fairly" went from 81 to 70 % from Fall to Winter.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students chronic absent	14%	11%
# of suspension	4	0

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Through Weber's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. Weber will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.

Through the PLC process, teachers will identify students with academic and social emotional needs. They will be referred to the counselors and SWAB team for further intervention. Students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.

The SWAB team meet to discuss the student's progress and what further interventions will be provided to support the students. Students experiencing school connectedness and mild social emotional issues are referred to the PLUS team to participate in PLUS forums.

of academic referrals, # of students placed on academic probation# of students who referred to SWAB Team # of students referred outside agencies for intervention. # of PLUS forums

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large. The Leadership/PLUS teacher will attend CADA conference to bring back idea of how to improve our school climate. These ideas will be implemented by the PLUS/Leadership classes.

Conference attendance = \$3200 - LCFF

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

Prep Period Additional Comp Pay Calculation (Object Code 11500): 1 teacher X .16 FTE salary = \$21,000 total cost (including benefits) - LCFF

Students who are successful in displaying Weber's Expected School Wide Learning Results will be recognized during the "Academy Award" Celebration assembly held at the end of each semester. We will use HERO to track student participation and how to celebrate our students based on set criteria.

Smart pass - \$2000 HERO \$19400/ year - LCFF

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$21000	23030 - LCFF (Site)
\$3200	23030 - LCFF (Site)
\$1940	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies for this goal were implemented as planned.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships:

By June 2023, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2023, establish 2 new opportunities for stakeholders to be engaged with the school community.

Provide more opportunities for Business partners to engage with the school/students.

Identified Need

43% of our seniors are graduation A-G compliant

Approximately 20 parents attend the parent coffee hours

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academy Expo	2	3
Mock interviews	1	More than 1
Participation at Parent coffee hours	Average of 20 parents in attendance	Average 22 parents in attendance

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
English Learners

Strategy/Activity

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly "Coffee Hour" with the principal, counselor and other staff members. The monthly "Coffee Hour" is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site Council. In order to communicate effectively about all the events by and with the school we would like to use REMIND.

REMIND license- \$2000 - Title 1 - 50672

Parent Meeting - \$900 - Title I - 50647: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2000	50643 - Title I
\$900	50647 - Title I - Parent

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings.

Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters. Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

ParentView access is available to all parents and students for the purpose of live grade monitoring.

Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence. Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions.

Duplicating- \$300 - Title I - 50647: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$300	50647 - Title I - Parent

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. The Community Assistant will be asked to work outside of the normal work hours to run evening family engagement events. The cost for the Community Assist with Benefits is approximately \$63,000 - Title I - 50672

The Community Assist will work evening coffee hours and back to school events, and parent communication paraphernalia outside of the normal work hours. Community Assistant Additional Comp Pay Calculation #16 hours X \$50 rate of pay = \$800 total cost. - Title I - 50672 Allocating (\$753)

Counselor Additional Hourly Pay Calculation (Object Code 12500): 2 counselors X 16 hours X \$60 rate of pay = \$1920 total cost - Title 1 Parent - 50647 (Allocating \$2000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$66379	50643 - Title I
\$753	50647 - Title I - Parent
\$2000	50643 - Title I

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Build relationships with local businesses in order to provide internships and on site job training for students in the CTE pathways.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2021-2022

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Coffee hours were held virtually this year, because of the pandemic. The participation in the coffee hours was greater than it has been in the past.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parents were not allowed to come onto campus and therefore the community assist did not work as many over time hours as planned. The position has been a success with getting more parents involved and communicating with them about school and students business.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Less overtime will be allotted for overtime for the community assist position.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$106791
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$194431

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
50643 - Title I	\$104838
50647 - Title I - Parent	\$1953

Subtotal of additional federal funds included for this school: \$106791

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$87640
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$87640

Total of federal, state, and/or local funds for this school: \$194431